

University of Louisiana at Lafayette

Detailed Assessment Report 2015-2016 Interior Design BID

As of: 11/04/2016 01:03 PM CENTRAL

(Includes those Action Plans with Budget Amounts marked *One-Time, Recurring, No Request.*)

Mission / Purpose

In recognition of the unique abilities and interests of each student, our program emphasizes student-centered teaching and learning that foster the development of these abilities and interests in the context of a professional interior design education. Our program maintains its commitment to the liberal arts and sciences, as it aims to prepare our graduates for a professional life in design that embraces life-long learning. Our purpose is to offer a distinctive educational experience that balances creativity with the pragmatic demands of professional design preparation. We are committed to student-centered, studio-based design education that prepares students to contribute to the design professions in a global context.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Communication

Student verbally demonstrates clear understanding of project solution.
Student verbally articulates and integrates concept in design solution.
Two-dimensional drawings demonstrate clarity and accuracy.
Three-dimensional drawings demonstrate clarity of concept and color accuracy.
Graphic presentation demonstrates understanding of codes and ADA compliance.

Related Measures

M 1: Communication

Student demonstrates, through verbal and graphic presentation, understanding and clear articulation of the project solution, design concept, presentation drawings, and code compliance. These competencies will be measured by the INDS 402 Senior Project Final Presentation Rubric.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[INDS 402 Final Project Presentation Rubric](#)

Target:

80% of students will meet or exceed expectations in the area of Communication.

Finding (2015-2016) - Target: Not Met

Four out of eight students (50%) met or exceeded expectations in the area of Communication.

Related Action Plans (by Established cycle, then alpha):

Enhanced coordination and course availability

The programming course that precedes the design studio where the senior project is implemented, is now solely focused on interior design students and is instituting a series of exercises and assignments to

better prepare students for the senior project through stronger programming.

Interior design students now have a dedicated graphics class, DSGN 384, where they learn the fundamentals of Revit and AutoCAD. The seniors who were reviewed for this assessment did not have this course, and were deficient in their knowledge of digital media.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Communication | **Outcome/Objective:** Communication

Implementation Description: We have made changes in the programming course and new faculty are teaching the digital media course. We also have changed the faculty assignment for the Senior project.

Projected Completion Date: 08/2017

Responsible Person/Group: Interior design faculty

Additional Resources: None

SLO 2: Products and Materials

Students demonstrate ability to select and apply products and materials functionally appropriate to project program.

Students demonstrate ability to select and apply products and materials aesthetically appropriate to design concept.

Related Measures

M 2: Products & Materials

Student demonstrates ability to select and apply functionally and aesthetically appropriate furniture, finishes and equipment. These competencies will be measured using the INDS 402 Senior Project Final Presentation Rubric.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[INDS 402 Final Project Presentation Rubric](#)

Target:

80% of students will meet or exceed expectations in the area of Products and Materials.

Finding (2015-2016) - Target: Not Met

Five out of eight (62.5%) of students met or exceeded expectations in the area of Products and Materials. One of the remaining students came close to meeting the expectation.

Related Action Plans (by Established cycle, then alpha):

More emphasis on use and specification of products and materials

Expectations of students' awareness and understanding of interior products and materials have been raised in compliance with enhanced accreditation standards. A new faculty member is now teaching the F, F, and E course where students encounter the knowledge and specification of interior furniture, finishes and equipment.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Products & Materials | **Outcome/Objective:**
Products and Materials

Implementation Description: Students visit showrooms and professional offices, and professionals make presentations to the students.

Responsible Person/Group: Interior design faculty

Additional Resources: None

SLO 3: Creativity of Design Solution

Student demonstrates creativity and originality in the design solution.

Related Measures

M 3: Design Solution Creativity / WOW

Student's project demonstrates special distinction beyond meeting functional and program requirements. This competency will be measured by using the INDS 402 Senior Project Final Presentation Rubric.

Source of Evidence: Capstone course assignments measuring mastery

Connected Document

[INDS 402 Final Project Presentation Rubric](#)

Target:

50% of students will meet or exceed expectations of Creativity of Design Solution. This competency will be measured using the INDS 402 Senior Project Final Presentation Rubric.

Finding (2015-2016) - Target: Met

Four out of eight (50%) met this expectation.

Related Action Plans (by Established cycle, then alpha):

Continue to meet this expectation

This particular criterion can be highly variable depending on the particular students. Our program has always been focused on design creativity, but our challenge now, particularly in the senior project, is not to lose that creativity while encouraging students to meet more stringent standards in terms of function, regulation and code requirements. This is the on-going challenge in our discipline.

Established in Cycle: 2015-2016

Implementation Status: In-Progress

Priority: High

Relationships (Measure | Outcome/Objective):

Measure: Design Solution Creativity / WOW |
Outcome/Objective: Creativity of Design Solution

Implementation Description: Our third year studio has implemented a collaborative project with LSU interior design 3rd year studio that promises to be both abstract and demanding in terms of program. Highly creative solutions are expected.

Responsible Person/Group: Interior design faculty

Additional Resources: None

Analysis Questions and Analysis Answers

How were assessment results shared and evaluated within the unit?

Results were shared and discussed in an interior design faculty meeting.

Identify which action plans [created in prior cycle(s)] were implemented in this current cycle. For each of these implemented plans, were there any measurable or perceivable effects? How, if at all, did the findings appear to be affected by the implemented action plan?

The Research Methods course that precedes the design studio where the senior project is implemented, is now solely focused on interior design students and is instituting a series of exercises and assignments to better prepare students for the senior project through stronger programming and concept development. Improvement should be evident in spring 2017 senior projects.

A new faculty member is now assigned to teach the F, F, and E course. The new text book has been implemented, and more outside professionals have contributed to the course. More visits to design offices and the establishment of a new student organization have enhanced the students' knowledge of products and materials for 2015-16 2nd year class. We expect this to be reflected in their 3rd year projects.

Codes, regulations and standards are being covered in Building Systems courses and in Research Methods. We have added a required Life/Safety plan drawing to the requirements for the senior project. This is to be implemented in the INDS 402 course in Spring 2017, and the requirement will be reflected in the modified Senior Project Rubric.

We have changed the target for Design Creativity/WOW from 70% to 50%, given the subjectivity of this assessment criterion. We have maintained our strength in this area of assessment and hope to continue.

Interior design students now have a dedicated graphics class, DSGN 384, where they learn the fundamentals of Revit and AutoCAD. The seniors who were reviewed for this assessment (graduates in spring 2016) did not have this course, and were deficient in their knowledge of digital media. The current juniors and seniors have had the benefit of this course.

What has the unit learned from the current assessment cycle? What is working well, and what is working less well in achieving desired outcomes?

We had a small and very weak senior class in 2015-16 that under-performed according to our assessment results. We have made changes in faculty teaching assignments, instituted a collaborative design project with LSU in the third-year studio, formed a new student organization that offers more opportunities for our students to become professionally engaged, and have made some curriculum adjustments to address our weaknesses. Our studios are once more all located in Fletcher Hall, so there is much closer communication between the different levels of students. This has created a greater sense of cohesion and cooperativeness among the students with each other and with the faculty. We expect stronger outcomes in the 2016-17 year, though the enrollment in the junior and senior studios is still low. We have a much larger second- and first-year group of majors who will reap the benefits of the changes we have made.